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ABSTRACT

This manual has been prepared by Ohio educators and the Ohio Department of Education to assist teachers in preparing their students for success in the Ohio Fourth-grade Proficiency Tests in Writing, Reading, Mathematics, Citizenship, and Science. Actual student responses to the April 1994 field test items are used in this manual to illustrate various levels of proficiency for short-answer and extended-response items. These items were scored with the same rubrics used to score the statewide assessment, and responses have been annotated to help explain the attributes that led to the determination of their scores. Each content area of the test is addressed in the manual. At the beginning of the content sections are suggestions for preparing students for the types of questions and tasks they will see in the tests. After these suggestions are the rubrics, followed by actual student responses. Because the tests require written responses to open-ended items, it is imperative that students be capable of expressing themselves clearly in writing. A sample prompt for the writing assessment is given. The other proficiency tests in the assessment and the number of learning outcomes in each are as follows: (1) reading, 20 learning outcomes; (2) mathematics, 25 learning outcomes; (3) citizenship, 18 learning outcomes; (4) science, 19 learning outcomes. (SLD)

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ED 410 258

Ohio Fourth-grade Proficiency Tests

A Resource Manual

for Teachers of Fourth Grade

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INTRODUCTION

This manual has been prepared by the Ohio Rangefinder Committee (12 educators) and the Ohio Department of Education. The manual is intended to assist teachers in preparing their students for success in the Ohio Fourth-grade Proficiency Tests in Writing, Reading, Mathematics, Citizenship, and Science.

Actual student written responses to April 1994 field test items (questions) are used in this manual to illustrate various levels of proficiency for short-answer and extended-response items. These items are found in the Practice Test for Fourth Grade. These field test items were scored with the same types of scoring rubrics used to score the statewide assessment. The responses have been annotated to help explain what attributes led to the determination of their scores. The bulk of this manual consists of such materials.

Each content area of the test is addressed in this manual. At the beginning of the content area sections are suggestions for preparing students for the types of questions and tasks they will see in the tests. After these suggestions are the rubrics, followed by the actual student written responses, which have been annotated. Each student response given is the complete response. No student response was abbreviated in any way.

Please keep in mind that this manual is concerned with the types of test items that require hand-scoring. Because the tests require students to respond in this manner to open-ended items, **it is imperative that students are capable of expressing themselves clearly in writing. This idea applies to all content areas.** The importance of this ability cannot be overemphasized.

For Your Information

Here is a brief overview of some of the terminology associated with hand-scoring.

Scoring guides used in hand-scoring are composed of the following: a **rubric**, which provides the criteria for scoring an item; **anchor papers**, which are student responses that epitomize a performance at a given score point; and **rangefinder papers**, which are student responses that illustrate the range of responses acceptable for a given score point.

The scoring site is divided into content-specific areas. Each area is supervised by a **senior reader** who provides training and is responsible for overseeing all scoring matters in a given content area. Within each area are teams of eight to ten **readers** who are led by a **table leader**, a reader of high caliber and experience who assists the senior reader in monitoring scoring and maintaining accuracy.

The Ohio Rangefinder Committee selected the anchor and rangefinder papers from field test items for the Fourth-grade Proficiency Tests in April 1995. The scoring contractor listened, observed this selection process, and used sets of these papers to qualify readers for this Ohio project. These were some of the important tasks the contractor used to ensure that hand-scoring would follow the criteria as defined by the Ohio Rangefinder Committee.

QUESTIONS ABOUT SCORING

Here are some answers to questions commonly asked by teachers about how tests are scored.

How does the state choose a scoring company?

The company is selected through a competitive bidding process. The company that receives the contract for scoring the proficiency tests must meet rigorous standards set by the Ohio Department of Education as required by legislation. Companies seeking the contract must be able to provide results to the Ohio Department of Education and schools within prescribed time limits and must show that their standards for selecting and training readers and performing the scoring tasks meet the professional standards required for this project.

How are the prompts and items chosen for each testing session?

The items and prompts used for the tests are developed by the content review committee, using suggestions from the item development contractor. There is a content review committee for each content area (writing, reading, math, citizenship, science) at each grade level. Each committee of 25 includes 12 teachers and is representative of various school districts, professional groups, and geographical regions. All items and prompts are field-tested on a carefully selected group of Ohio students chosen to represent demographically the student population of Ohio. Items and prompts are reviewed by a committee for bias (socioeconomic, gender, racial, etc.) and clarity. Field-test results are studied; items and prompts that do not generate adequate responses, or that prove to be unworkable or unclear, are eliminated.

How are the rangefinder and anchor papers chosen?

Once the scoring contractor has been chosen, the senior readers in charge of scoring meet with the Fourth-grade Rangefinder Committee. Ohio educators, including classroom teachers and representatives from the Ohio Department of Education, comprise this committee, which meets once a year for a five-day session. Hundreds of field-test papers in each subject are read, scored, and most importantly, discussed by the group, so that all levels of competence are represented in the papers chosen. This care ensures that the contractor representatives will have a clear idea of how Ohio educators want the papers to be scored. The papers chosen are then used to train readers and guide the hand-scoring.

Who are the readers of the proficiency tests and how are they chosen?

The scoring contractor recruits, interviews, and hires readers who meet the qualifications outlined in the competitive bidding process. Prospective readers must hold a bachelor's degree, provide references, and undergo a personal interview. Potential readers are then trained on the Ohio rubrics using rangefinder and anchor papers. After training, they must qualify to be an Ohio reader by scoring sets of rangefinder and anchor papers that have been scored by the Ohio Rangefinder Committee. Potential readers qualify if they achieve 80% or higher agreement with the Rangefinder Committee's scores.

How is consistency of scoring achieved during each test period?

Once trained, readers' scoring accuracy is constantly monitored by their table leader and senior reader. Daily calibration packets are used to check the consistency of readers throughout the scoring process. Readers who are identified through a daily calibration set as drifting from the Ohio rubrics are retrained and those papers are rescored. Failure to maintain scoring standards may result in dismissal. Such scrupulous supervision of scoring procedures is absolutely necessary if every Ohio student is to be given a fair chance to perform satisfactorily on the Fourth-grade Proficiency Tests.

How is consistency of scoring maintained year to year?

To ensure that the scoring of tests is consistent over time, the Rangefinder Committee, charged with reviewing and choosing anchor papers used in the crucial step of training readers, has a stable membership and reviews past rangefinder papers to make sure their selection and scoring of training papers does not vary over time.

Who monitors the scoring process?

Members of the Rangefinder Committee are present at the scoring site as observers of all aspects of the contractor's training and scoring. Teams of Ohio educators observe the spring scoring sessions. Each observer submits a written report to the Department of Education Assessment Center, outlining what was seen and any concerns he or she may have.

What happens if a "problem" paper is found?

A variety of problems can occur. For example, readers may have difficulty reading handwriting or have a question about the student's response to the item or prompt. If so, the reader consults the table leader. If unable to resolve the problem, the table leader confers with the senior reader. Every effort is made to ensure that student work is read carefully and fairly.

Are the student papers returned?

No, test booklets written for the Fourth-grade Proficiency Tests are not returned to the school districts. All test materials are secure. It is not permissible to make copies of the test booklets before they are sent in for scoring.

Can a student with disabilities be exempted from part of the Fourth-grade Proficiency Tests?

Yes, participation in or exemption from any part of the proficiency test shall be made by the Individual Education Plan (IEP) team. Exemptions are made in each specific content area. A student might be exempted from taking one portion of the Fourth-grade Proficiency Tests because of a disability, but could still be responsible for testing in the remaining content areas.

Is English as a Second Language (ESL) a valid reason to exempt a student?

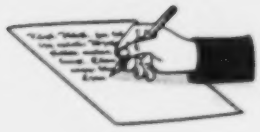
No. Exemptions are assigned only through IEP decisions and because of disability. A student with English as a Second Language or a student who is Limited English Proficient (LEP) may be given a waiver from taking one or more parts of the test. These two modifications are available to students whose native language is not English: They may use a dictionary and be allowed additional time to complete each test.

What kinds of modifications would be appropriate for a student with disabilities?

Any modifications in administrative procedures specified in the IEP that do not change the content of the test would be appropriate. For example, if the use of a scribe or word processor were prescribed in the IEP document, then it could be appropriate for the student's use in taking the proficiency test. If a word processor is used, the computer-generated writing must be handwritten onto the student's test booklet.

NOTE: Any transcribing of student work must be copied exactly as the student indicated. No changes or corrections may be made to the work. The integrity of the student work is the highest priority.

WRITING



The Scoring of Writing: An Overview

The Ohio Fourth-grade Proficiency Test in Writing requires each student to compose two impromptu samples. Each sample is written in response to a prompt (or assigned topic) asking for one of the following types of writing: summary, retelling, fictional narrative, personal narrative, informational piece, and communication. Samples are scored holistically using a four-point rubric designed to correspond to the nine learning outcomes adopted by the State Board of Education as evidence of proficiency in writing.

Samples are scored as "1," "2," "3," or "4," with a score of "1" being low and "4" being high. The holistic scoring process requires that the student's written responses be scored by a reader who has been trained specifically for the Ohio project (i.e., who shares the same perceptions of score levels through rigorous and thorough discussion of rangefinder samples prior to the scoring sessions).

Papers of students who do not achieve fourth-grade proficiency are read analytically in order to provide information for schools to use in evaluating writing programs. Notations for Satisfactory (S) and Needs Help (N) are made in the following four areas: content (tied to learning outcomes 1 and 2), organization (outcome 3), use of language (outcomes 4–6), and writing conventions (outcomes 7–9). These analytic results are included in the subscale performance summary for individuals as well as buildings and districts.

The process by which the samples are scored is a challenging one, considering that thousands of Ohio students each write two samples each time they take the test. These samples must be read individually and scored carefully and fairly. The first concern is always to give all the students an opportunity to demonstrate their writing abilities. For a more complete description of the scoring of Writing, please refer to the *Fourth-grade Proficiency Tests: Information Guide.*

What can teachers do to help students?

Achieving success in the Fourth-grade Proficiency Test in Writing depends upon careful and consistent teaching of writing at all grade levels and providing stimulating, appealing, and frequent opportunities for students to write in all classes.

Teaching writing as a process is important and useful. Teachers should provide instruction and guidance as students move from prewriting through drafting to revising and editing. Practice the strategies outlined below and discuss with students how the strategies can be adapted to impromptu writing situations.

Please remember that **good writers are good readers**. Students should be continually encouraged to read and should be given every opportunity to acquaint themselves with engaging, pertinent, and stimulating reading material.

- → Use the rubric and learning outcomes as important parts of writing instruction.
- → Review with students what they will be expected to do on the writing test. Encourage them to budget time to allow for prewriting and planning, drafting, revision, and editing/proofreading. (Remember that rangefinder papers are chosen with the knowledge that the papers were written in about an hour and thus represent impromptu writing. Even the best samples may have some errors.) Advise students that they should take as much time as necessary to complete the writing samples.

- Review with students the qualities of writing outlined in the rubric and the learning outcomes. Help students generate ideas and organize them coherently. Successful papers must exhibit content, organization, and development of ideas.
- Suggest to students the necessity of reading prompts carefully. Discuss various topics (or have students make them up) and ask how these topics might best be developed into papers; *remember that students generally write their best when stimulated and involved,* and one of the best ways to achieve this is to provide compelling, thought-provoking, and challenging prompts.
- Emphasize to students that an essential feature of effective and successful writing is language control (i.e., cohesiveness, a smooth and logical flow from one idea to the next, and meaningful development).
- Point out to students that using various writing strategies such as use of detail, colorful or original language, varied vocabulary, creative description, and sentence structure will contribute to their writing receiving the best possible score.
- Examine students' writing (from class assignments, portfolios, competency test reports, etc.) to determine where they are experiencing difficulty. Prepare mini-lessons or arrange peer groups or peer tutors to work on troublesome areas.
- Provide students with models of acceptable and unacceptable writing and discuss what makes one paper proficient and another deficient. The papers in this manual may be used for this purpose. Reproducing these papers is encouraged; discuss them, have students suggest revisions, and then edit the papers.
- Be sure students understand that they should take the tests seriously. Equally important, however, is the need for students to be relaxed and fluent in their writing: Students should *never* be made so tense or anxious that their ability to express themselves freely and confidently is impaired. Frequent classroom practice in impromptu writing will make students more at ease when faced with a test. Keeping a daily classroom journal or contributing regularly to a writing portfolio will reassure students that writing need not be a tiresome or traumatic task. Talk to parents, too, about the writing tests and solicit their aid, advice, and collaboration.
- Inform students that it is important to pay close attention to the mechanics of good writing. They should always make sure that their writing has a clear beginning, middle, and end. Also, they should make sure their spelling, capitalization, punctuation, and sentence structure are the best that they can do. Finally, remind students of the importance of choosing their words carefully, choosing a variety of words, and perhaps most critically of all, focusing and organizing their thoughts as they write.
- Make sure students are aware of the Ohio Fourth-grade Practice Test. The practice test was developed to serve as a sample of the operational form of the proficiency tests.

Writing Prompt

Below is the story from which the following student responses were elicited. Exercise A asks students to make up or invent a story about the basket in the picture. Exercise B asks students to write a letter to a friend about something the students would put in their own baskets.

Basket, by George Ella Lyon

My grandmother had a little white oak basket, left from the farm, from years of keeping chickens, gathering eggs.

My mama says it was her kitchen basket when they moved to town. It might have peaches in it, pot holders, roses. Scissors in the bottom sometimes.

If Mama wanted to cut out paper dolls, Grandmother would say, "Go look in my little basket."

If Mama got hungry, Grandmother told her, "The basket is full of ripe plums."

One Christmastime, Grandmother filled it with holly, forgetting the flashlight underneath.

Mama had to dig it out when the power went off.

Ow.

Grandmother moved before I was born in an apartment above my daddy's store. She had her desk from the old house, her big striped chair with the footstool, her double-globe milk-glass lamp. But the basket got lost in the move.

And everything she couldn't find was in it.

If she was sewing she'd say, "I packed that little basket special, with all my best thread."

Or if we were sorting pictures for the album, "That basket had my picture stickers in it, my bottle of white ink."

At Christmas she was sure the lost basket held her list of friends to send cards.

My mama laughed. "That basket gets bigger all the time."

Grandmother just sang:

Spool of thread
Spool of thread
Thimbleful of flour
Will make my bread.

Come spring, Mama couldn't find the small pick Grandmother used to work her flower garden. "I know," she said, smiling. "It's in the basket."

Grandmother looked stern. "I should have never packed that basket," she told us. "I should have carried it myself."

My grandmother lived a long time. When she died, we found in the closet in the cedar chest wrapped in tissue paper inside a pillowcase her little basket.

There was nothing in it but a spool of cream-colored thread. Wooden. Big. Smooth.

Spool of thread
Spool of thread
We'll all dine
On a darning egg.

Mama said I could have it. I still keep it in the basket with stories of holly and peaches and flashlights, with memories of feathers and scissors and plums.

Spool of thread
Spool of thread
Stitch us together
And we won't go beg.

I draw out the thread and hear my grandmother sing.

Writing Rubric

Writing is scored on a 4-point scale using the following criteria:

4	◊ Focuses on the topic, clearly addresses the purpose (mode), has ample supporting details ◊ Has a logical structure that flows naturally with a beginning, middle, and end ◊ Has a sense of wholeness ◊ Has an effective use of language with a variety of words and sentence patterns ◊ Shows an awareness of word usage and spelling patterns in commonly used words ◊ Exhibits the use of capital letters at the beginning of sentences and for proper nouns ◊ Contains correct end punctuation *(A four-point response may go beyond the requirements of the prompt.)*
3	◊ Relates to the topic and generally addresses the purpose (mode) ◊ Contains adequate supporting details ◊ Has a logical order with an apparent beginning, middle, and end, although some lapses may occur ◊ Has generally adequate word choices and sentences which are mostly complete ◊ Shows an awareness of word usage and spelling patterns in commonly used words ◊ May have occasional word usage, spelling, and punctuation errors that do not interfere with the message ◊ Has correct capitalization at the beginning of sentences and for proper nouns
2	◊ Attempts to address the purpose (mode) ◊ Demonstrates an awareness of the topic, but may include extraneous or loosely related material ◊ Includes some supporting details ◊ Shows an attempt at organizing the paper around a beginning, middle, and end ◊ Uses limited vocabulary and has word usage and spelling errors that interfere with the message ◊ Shows knowledge of capitalization at the beginning of sentences and for proper nouns ◊ Shows knowledge of the conventions of punctuation
1	◊ May or may not attempt to address the purpose (mode) ◊ Offers few details and is only slightly related to the topic ◊ Exhibits little or no evidence of an organizational structure; the beginning, middle, or end of the response may be poorly defined or nonexistent ◊ Uses limited or inappropriate vocabulary that obscures meaning ◊ Has gross errors in sentence structure, word usage, and spelling that impede communication ◊ Has frequent and blatant errors in capitalization at the beginning of sentences and for proper nouns ◊ Has frequent and blatant errors in basic punctuation

SCORE POINT 4

EXERCISE A

The following list describes the general attributes of writing samples that will earn a "4" score point on the Ohio Fourth-grade Proficiency Test Rubric. Because the writing is produced in an impromptu situation, errors may occur and the paper may be less polished than a final product.

4	◊ **Focuses on the topic, clearly addresses the purpose (mode), has ample supporting details** ◊ **Has a logical structure that flows naturally with a beginning, middle, and end** ◊ **Has a sense of wholeness** ◊ **Has an effective use of language with a variety of words and sentence patterns** ◊ **Shows an awareness of word usage and spelling patterns in commonly used words** ◊ **Exhibits the use of capital letters at the beginning of sentences and for proper nouns** ◊ **Contains correct end punctuation** *(A four-point response may go beyond the requirements of the prompt.)*

Analysis

This sample

- focuses on the topic, clearly addresses the purpose, and has ample supporting details. For example, the writer invents a story about a basket, which is discovered by a knight. The writer then proceeds to interweave the story with details about a *note* and *silver* being put into the basket, along with how and why the basket was later thrown into a river.
- has a logical structure that flows naturally with a beginning, middle, and end. The student's essay achieves this natural flow because it is written in chronological order.
- has an effective use of language with a variety of words and sentence patterns, and is written with imagination; for example, a variety of words are used to describe the knight as being *young, kind, friendly,* and having the name *John.*

Teaching Suggestions

- Have the class make an outline of this paper showing how it flowed naturally with a beginning, middle, and end.
- Ask students to identify the variety of words used in this paper.
- Have students identify the topic, purpose, and some supporting details.

SCORE POINT 4

EXERCISE A

Exercise A: Fictional Narrative – *story you make up*

Once upon a time, there was a young knight named John. He was kind and friendly to everyone. One day he found a basket on his way home, and some silver was behind it. There was a note in the basket that said: Take this silver and put it in the basket. Then take the basket and throw it over St. Charles bridge into the river so the pirates don't take it. After John read the note he did what it said. Then there was an old man who said "Thanks." Then the old man vanished.

The End

SCORE POINT 3

EXERCISE A

The following list describes the general attributes of writing samples that will earn a "3" score point on the Ohio Fourth-grade Proficiency Test Rubric. Because the writing is produced in an impromptu situation, errors may occur and the paper may be less polished than a final product.

3	◊ **Relates to the topic and generally addresses the purpose (mode)** ◊ **Contains adequate supporting details** ◊ **Has a logical order with an apparent beginning, middle, and end, although some lapses may occur** ◊ **Has generally adequate word choices and sentences which are mostly complete** ◊ **Shows an awareness of word usage and spelling patterns in commonly used words** ◊ **May have occasional word usage, spelling, and punctuation errors that do not interfere with the message** ◊ **Has correct capitalization at the beginning of sentences and for proper nouns**

Analysis

This sample

- addresses the purpose and stays on topic with a story about *Aunt's* basket, its contents, and the basket being thrown away, only to be replaced by another one.
- is well organized by being written in chronological order with a beginning, middle, and end.
- has problems in sentence structure; for example, *She had a basket and she put only 2 things in there, light bulbs just in case one burned out, and fake hands to....*
- exhibits adequate supporting detail, using descriptions such as *christmas vacation, new cat,* and *genuine bulbs.* (A 4-point essay would use more supporting [ample] detail.)

Teaching Suggestions

- Have students read through the sample and determine how it could be improved by adding specific details.
- Go through the essay and circle the word *she* each time it is used. Have the class suggest nouns/noun phrases (e.g., older woman) that could be substituted for the pronoun.
- Discuss with students the use of personal experience in writing this story.

SCORE POINT 3

EXERCISE A

Exercise A: Fictional Narrative – *story you make up*

There was a woman we call Aunt. She had a basket and she put only 2 things in there, light bulbs just in case one burned out, and fake hands to scare people. One day her cat got in it and bit on one of the bulbs and died. Aunt was very sad. She threw the basket away, then one day on christmas vacation a friend got her a new cat along with a basket packed with genuine bulbs and fake hands. And she lived happily ever after.

SCORE POINT 2

EXERCISE A

The following list describes the general attributes of writing samples that will earn a "2" score point on the Ohio Fourth-grade Proficiency Test Rubric. Because the writing is produced in an impromptu situation, errors may occur and the paper may be less polished than a final product.

2	◊ **Attempts to address the purpose (mode)** ◊ **Demonstrates an awareness of the topic, but may include extraneous or loosely related material** ◊ **Includes some supporting details** ◊ **Shows an attempt at organizing the paper around a beginning, middle, and end** ◊ **Uses limited vocabulary and has word usage and spelling errors that interfere with the message** ◊ **Shows knowledge of capitalization at the beginning of sentences and for proper nouns** ◊ **Shows knowledge of the conventions of punctuation**

Analysis

This sample

- offers some supporting detail, although much of it is extraneous; for example, *writte a poem* and *a song.*
- uses limited vocabulary; for example, *neat stuff.*
- has problems with punctuation and run-on sentences; for example, *If all get married the basket will be given to the one who was the best in school and the one who was kind, and helped out would be the one to recive the basket.*
- has agreement problems; for example, *...given to the one who get married.*
- contains spelling errors that interfere with the message; for example, *recive, there* (their), *favort, writte, throw out* (throughout), and *letfed.*
- ends weakly: *They also had to writte a poem about the thing they letfed in there or a song about the thing they left.*

Teaching Suggestions

→ Discuss with the class whether the size of the basket is important to writing the story.

→ As a class, generate questions you would like to ask the writer of this paper, such as why the first person to receive the basket should be married.

→ Discuss with the class what favorite things they would put in the basket and why.

SCORE POINT 2 EXERCISE A

Exercise A: Fictional Narrative – *story you make up*

My Mother has an old basket. she
keeps stuff from her childhood.
She has a lot of neat stuff in
it. My Mother said the basket has
been past on throw out the family.
It is only given to the one who
get married. If all get married
the basket will be given to
the one who was the best in
school and the one who was
kind, and helped out would
be the one to recive the
basket. Every one had to leave
there favorite thing in the basket.
They also had to write a poem
about the thing they left in
there or a song about the thing they left in

SCORE POINT 1

EXERCISE A

The following list describes the general attributes of writing samples that will earn a "1" score point on the Ohio Fourth-grade Proficiency Test Rubric. Because the writing is produced in an impromptu situation, errors may occur and the paper may be less polished than a final product.

1	◊ **May or may not attempt to address the purpose (mode)** ◊ **Offers few details and is only slightly related to the topic** ◊ **Exhibits little or no evidence of an organizational structure; the beginning, middle, or end of the response may be poorly defined or nonexistent** ◊ **Uses limited or inappropriate vocabulary that obscures meaning** ◊ **Has gross errors in sentence structure, word usage, and spelling that impede communication** ◊ **Has frequent and blatant errors in capitalization at the beginning of sentences and for proper nouns** ◊ **Has frequent and blatant errors in basic punctuation**

Analysis

This sample

- has gross errors in sentence structure, word usage, and spelling that impede communication; for example, *...mom put tht Bear Dade had to by so bear so win he leaft the bear was In the basket the Bear was stall being in the basket so long he fond it and leaft the it be hind he bote some more bear.*
- has frequent and blatant errors in capitalization at the beginning of sentences and has frequent and fundamental errors in basic punctuation. This is the result of run-on sentences that appear midway through the essay.
- has limited vocabulary that obscures the meaning. The word *bear* appears on five of the essay's first nine lines.

Teaching Suggestions

- Have the class list the words that are misspelled in the sample and next to that list have them write the same words correctly.
- Have the class decode the writing and then ask them to rewrite the paper.

SCORE POINT 1 **EXERCISE A**

Exercise A: Fictional Narrative – *story you make up*

mom ~~put~~ Bear in the
basket. I went
to the park
mom ~~put~~ the Bear
Dade had to by
So bear So
win he leaft the
bear was in the
bas~~ket~~ the Bear ~~ass~~
stall being in the
basket so long
he fond it and
leaft the it be hind
he bote some more
bear. I thote
it was foney
at farst.

SCORE POINT 4

EXERCISE B

The following list describes the general attributes of writing samples that will earn a "4" score point on the Ohio Fourth-grade Proficiency Test Rubric. Because the writing is produced in an impromptu situation, errors may occur and the paper may be less polished than a final product.

4	◊ **Focuses on the topic, clearly addresses the purpose (mode), has ample supporting details** ◊ **Has a logical structure that flows naturally with a beginning, middle, and end** ◊ **Has a sense of wholeness** ◊ **Has an effective use of language with a variety of words and sentence patterns** ◊ **Shows an awareness of word usage and spelling patterns in commonly used words** ◊ **Exhibits the use of capital letters at the beginning of sentences and for proper nouns** ◊ **Contains correct end punctuation** *(A four-point response may go beyond the requirements of the prompt.)*

Analysis

This sample

- focuses on the topic, clearly addresses the purpose, and has ample supporting details. The writer clearly writes a letter to a friend about a picnic, its activities, and the role of baskets at the event. Supporting details tell who is going to the picnic and what they will bring.
- has a logical structure with a natural beginning, middle, and end that emanates from a description of the planned picnic, its participants, and food assignments.
- has a sense of wholeness derived from the logical structure, which is nicely framed by the question: *Remember the picnic we planned for Saturday?* and the ending: *Everyone will be there. See you there Dennis.*
- has an effective use of language with a variety of words; for example, *fresh blueberry muffins* and *bagels with cream cheese.*

Teaching Suggestions

→ Have the class make a list of the vivid words used in the letter and then have them make a list of synonyms beside the vivid words.

→ Lead a discussion about the effectiveness of personal experience in this paper. Where does the writer use it? How does it enhance the writing? How does it help establish the writer's voice?

→ Discuss what a page of prewriting notes for this letter might look like.

SCORE POINT 4 **EXERCISE B**

Exercise B: Friendly letter

Dear Dennis,

Remember the picnic we planned for Saturday? Well I'm going to bring some fresh blueberry muffins. Kelly is going to bring bagels with cream cheese and Kristen is bringing soda pop. We have lots of games thought of that we can play at the park after the picnic. We can go fishing at the pond, and other things. I will bring the muffins to the park at 12:00. And don't forget the napkins and the table cloth and cups. Everyone will bring the food in baskets. We will set the basket on table number 7#. We might fly kites so bring your kite and fishing pole. Don't forget to bring the things your in charge of at 12:00. Everyone will be there. See you there Dennis.

Your friend,

SCORE POINT 3

EXERCISE B

The following list describes the general attributes of writing samples that will earn a "3" score point on the Ohio Fourth-grade Proficiency Test Rubric. Because the writing is produced in an impromptu situation, errors may occur and the paper may be less polished than a final product.

3	◊ **Relates to the topic and generally addresses the purpose (mode)** ◊ **Contains adequate supporting details** ◊ **Has a logical order with an apparent beginning, middle, and end, although some lapses may occur** ◊ **Has generally adequate word choices and sentences which are mostly complete** ◊ **Shows an awareness of word usage and spelling patterns in commonly used words** ◊ **May have occasional word usage, spelling, and punctuation errors that do not interfere with the message** ◊ **Has correct capitalization at the beginning of sentences and for proper nouns**

Analysis

This sample

- clearly addresses the mode, is well organized, and follows a logical order. The letter is nicely framed with a beginning that states, *I am sick*, a middle that tells of a basket filled with *valuable jewls* which is to be buried, and an ending that states, *I will die soon.*
- has details which are well chosen, but not ample enough for a higher score; for example, *I will soon die of a strange disese* and *the map is in this bottle.*
- has spelling and sentence errors that do not interfere with the meaning; for example, *disese* and *I have made a basket and filled it with valuable jewls....*
- shows reader awareness (*To whoever finds this note* and...*you are lucky....*), and has variety in sentence structure and word choice.
- shows an awareness of word usage; for example, *My pen grows heavy.*

Teaching Suggestions

- → Suggest additional details that might be added to the sentences.
- → Compare and contrast this paper with the preceding score point "4" paper.

SCORE POINT 3

EXERCISE B

Exercise B: Friendly letter

To whoever finds this note,

I am sick in bed as I write this letter. I will soon die of a strange disese. I have made a basket and filled it with valuable jewls and it will soon be buried far away, but you are lucky, the map is in this bottle. My pen grows heavy. I will die soon.

SCORE POINT 2

EXERCISE B

The following list describes the general attributes of writing samples that will earn a "2" score point on the Ohio Fourth-grade Proficiency Test Rubric. Because the writing is produced in an impromptu situation, errors may occur and the paper may be less polished than a final product.

2	**Attempts to address the purpose (mode)** **Demonstrates an awareness of the topic, but may include extraneous or loosely related material** **Includes some supporting details** **Shows an attempt at organizing the paper around a beginning, middle, and end** **Uses limited vocabulary and has word usage and spelling errors that interfere with the message** **Shows knowledge of capitalization at the beginning of sentences and for proper nouns** **Shows knowledge of the conventions of punctuation**

Analysis

This sample

- attempts to address the purpose, but is not a "3" for the reasons given below.
- has organization which seems random, not logical. For example, the basket contains hair of different shapes and colors which are in the basket so they can be found, unless they aren't needed, in which case the ponytails would be given to Allison, but only if she keeps them in the *box*.
- is weakened by problems in sentence formation and word usage; for example, *In the basket is things that you put is your hair and come in all different shapes colors and s.*
- has some supporting details that are generally good; for example, *orange basket, different shapes,* and *colors.*
- has the noun *basket* changing to *box* at the end of the letter.

Teaching Suggestions

- Ask the class why they think the writer wants the ponytails to be kept in the box even after they have been given away.
- Suggest the different ways the sentences could be written so that the pronoun *them* will not be used throughout the paper.
- The writer of the story has an *orange basket*. Ask the class what colors their baskets would be and why.

SCORE POINT 2 EXERCISE B

Exercise B: Friendly letter

Dear Allison,

I have an orange basket. In the basket is things that you put is your hair and come in all different shapes colors and s. They are pony-tails The Reason why I put them in the basket is because I will always have them and I'll be able to find them when I need to use them. When I don't need them anymore I might give them to you. But if I give the ponytails to you and the box I still would want you to keep them in the box.

SCORE POINT 1

EXERCISE B

The following list describes the general attributes of writing samples that will earn a "1" score point on the Ohio Fourth-grade Proficiency Test Rubric. Because the writing is produced in an impromptu situation, errors may occur and the paper may be less polished than a final product.

1	◊ **May or may not attempt to address the purpose (mode)** ◊ **Offers few details and is only slightly related to the topic** ◊ **Exhibits little or no evidence of an organizational structure; the beginning, middle, or end of the response may be poorly defined or nonexistent** ◊ **Uses limited or inappropriate vocabulary that obscures meaning** ◊ **Has gross errors in sentence structure, word usage, and spelling that impede communication** ◊ **Has frequent and blatant errors in capitalization at the beginning of sentences and for proper nouns** ◊ **Has frequent and blatant errors in basic punctuation**

Analysis

This sample

- has blatant and frequent errors in spelling; for example, *backeit, whant, becae, whentd, lonle, Eater* (Easter), and *prasent.*
- has sentence structure and missing end punctuation which impede communication; for example, *I have a backeit in the backeit is clifrd the dog.* This writing sample contains no periods or any other punctuation.
- has errors in letter form. The salutation is integrated into the body of the copy.

Teaching Suggestions

→ Have the class rewrite this letter using correct spelling, sentence structure, and punctuation.

SCORE POINT 1

EXERCISE B

Exercise B: Friendly letter

Dear Donnie I nave
a backeit in the backeit
is clifrd the dog if
you whant to no why isbecae
I whent.d to give you a
Eater prasent becacc you like
clifrd the big dog and I would
to make you happy and so
you ant lonle
The end Donnie old
pole and the backit is mynen

The Scoring of Reading, Mathematics, Citizenship, and Science: An Overview

The Ohio Fourth-grade Proficiency Tests in Reading, Mathematics, Citizenship, and Science require each student to respond to a number of multiple-choice, short-answer, and extended-response questions. Multiple-choice items are machine-scored using electronic scanners. Short-answer and extended-response items are hand-scored by trained readers. The same reliance on the Ohio Rangefinder Committee exists for these content areas as exists for the writing test. (See pages 2 and 3 of this manual.)

Short-answer items are scored using a 0 to 2 point range and the extended-response items are scored using a 0 to 4 point range. In both scenarios, "0" is the lowest possible score and denotes that the student's response shows no evidence of comprehension of the item or concept.

The scoring guides for these content areas include rubrics and rangefinder papers that delineate acceptable responses for each question. A reader reads a student's response and then refers to the scoring guide to see which score point best exemplifies the student's performance on that item. For a more complete description of each content area, please refer to the *Fourth-grade Proficiency Tests: Information Guide*.

Reading

The Reading portion of the test is composed of a variety of fiction and nonfiction selections, which may include poetry, short stories, biographies, and excerpts from informational books, such as encyclopedias. After reading a selection, the student is asked a number of different types of questions about that selection.

Mathematics

Students are asked in this test to demonstrate specific computation and problem-solving skills, show an understanding of math terminology, and show an understanding of mathematical concepts using words, pictures, or numbers. Students will read story problems which are followed by short-answer and extended-response questions.

Citizenship

This content area assesses a variety of knowledge. Among the questions students will encounter are items that test their knowledge of rights and responsibilities, democratic processes, economics, geography, heritage, and world interactions. In general, these areas of knowledge are oriented toward the students' understanding of their community and the relationship of their community with others.

Science

Students will need to demonstrate their ability to scientifically reason through problems that use materials or experiences that are familiar to fourth graders. Emphasis is on application of scientific thought rather than the use of prior knowledge. Thorough, detailed explanations will receive the highest scores.

READING

The Fourth-grade Proficiency Test in Reading is defined by twenty learning outcomes based on Ohio's Model Competency-Based Language Arts Program. The key to success in this test rests upon three practices: providing regular reading opportunities which include discussion; reading a wide variety of selections such as biographies, poetry, essays, and stories; and including topics that students find relevant and engaging. Make every effort to supply students with both fiction and nonfiction reading selections that are accessible, yet challenging.

What can teachers do to help students?

- Reviewing readings through classroom discussion followed by individual **written responses** is a highly recommended practice. It is critical for students to be able to clearly express themselves when responding to short-answer and extended-response items in the proficiency test.
- Stating the main idea of a reading in one sentence is an important basic skill in developing reading comprehension. Once students understand the main idea, they will be able to respond to subsequent questions about the reading with more confidence and accuracy. Mastering this task will also make it easier for students to recognize supporting details—another important skill that warrants regular practice.
- Have students retell what they have just read. A student's retelling should demonstrate a complete understanding of the reading selection. Retellings should include key elements and supporting details, and recount major events. Also, it should show how the elements combine to form the whole. A retelling should not include information that is not found in the reading selection. Retelling is an excellent choice for a written exercise.
- Ask questions that require students to formulate opinions about what they have read, and then to support their opinions using specific examples from the reading.
- Be sure that students can identify basic character traits and compare similarities and differences between characters.
- Create exercises in which students put themselves in the position of a character in a reading selection, telling how they would feel or act in this situation. Again, responses should be supported by specific information or details from the reading.
- Two-column charts should be implemented during discussions of readings. A comparison box usually consists of two listing areas side by side that ask for such things as similarities and differences between characters or significant elements in a reading.
- Make sure students are aware of the Ohio Fourth-grade Practice Test. The practice test was developed to serve as a sample of the operational form of the proficiency tests.

Reading Selection: Fiction

Directions: Read the selection and answer the questions.

Julian and his brother Huey have helped their father make a pudding. The pudding is for their mother. After cleaning up the kitchen, their father decides to take a rest.

"Now I'm going to take a nap," my father said. "If something important happens, bother me. If nothing important happens, don't bother me. And—the pudding is for your mother. Leave the pudding alone!"

He went to the living room and was asleep in a minute, sitting straight up in his chair.

Huey and I guarded the pudding.

"Oh, it's a wonderful pudding," Huey said.

"With waves on the top like the ocean," I said.

"I wonder how it tastes," Huey said.

"Leave the pudding alone," I said.

"If I just put my finger in—there—I'll know how it tastes," Huey said.

And he did it.

"You did it!" I said. "How does it taste?"

"It tastes like a whole raft of lemons," he said. "It tastes like a night on the sea."

"You've made a hole in the pudding!" I said. "But since you did it, I'll have a taste." And it tasted like a whole night of lemons. It tasted like floating at sea.

"It's such a big pudding," Huey said. "It can't hurt to have a little more."

"Since you took more, I'll have more," I said.

"That was a bigger lick than I took!" Huey said. "I'm going to have more again."

"Whoops!" I said.

"You put in your whole hand!" Huey said. "Look at the pudding you spilled on the floor!"

"I am going to clean it up," I said. And I took the rag from the sink.

"That's not really clean," Huey said.

"It's the best I can do," I said.

"Look at the pudding!" Huey said.

It looked like craters on the moon. "We have to smooth this over," I said. "So it looks the way it did before! Let's get spoons."

And we evened the top of the pudding with spoons, and while we evened it, we ate some more.

"There isn't much left," I said.

"We were supposed to leave the pudding alone," Huey said.

"We'd better get away from here," I said. We ran into our bedroom and crawled under the bed. After a long time we heard my father's voice.

"Come into the kitchen, dear," he said. "I have something for you."

"Why, what is it?" my mother said, out in the kitchen.

Under the bed, Huey and I pressed ourselves to the wall.

"Look," said my father, out in the kitchen. "A wonderful pudding."

"Where is the pudding?" my mother said.

"WHERE ARE YOU BOYS?" my father said.

from "The Pudding Like a Night on the Sea" by Ann Cameron, illustrated by Ann Strugnell

Reading Rubric

Extended Response

Extended-response items are scored on a 4-point scale using the following criteria:

4	◊ Provides extensive evidence of the kind of interpretation called for in the item or question ◊ Is well organized, elaborate, and thorough ◊ Demonstrates a complete understanding of the whole work as well as how parts blend to form the whole ◊ Is relevant, comprehensive, and detailed, demonstrating a thorough understanding of the reading selection ◊ Addresses thoroughly the important elements of the question ◊ Contains logical reasoning and communicates effectively and clearly *(A four-point response may go beyond the requirements of the item.)*
3	◊ Provides evidence that essential interpretation has been made ◊ Is thoughtful and reasonably accurate ◊ Indicates an understanding of the concept or item ◊ Communicates adequately, and generally reaches reasonable conclusions ◊ Contains some combination of the following flaws: Minor flaws in reasoning or interpretation Failure to address some aspect of the item or omission of some detail
2	◊ Is mostly accurate and relevant ◊ Contains some combination of the following flaws: Incomplete evidence of interpretation Unsubstantiated statements made about the text Incomplete understanding of the concept or item Lack of comprehensiveness, faulty reasoning, unclear communication
1	◊ Provides little evidence of interpretation ◊ Is unorganized and incomplete ◊ Exhibits decoding rather than reading ◊ Demonstrates a partial understanding of the item, but is sketchy and unclear ◊ Indicates some effort beyond restating the item ◊ Contains some combination of the following flaws: Little understanding of the concept or item Failure to address most aspects of the item Inability to make coherent meaning from the text
0	◊ Shows no understanding of the item or student fails to respond to item

Extended Response — *Item 6*

Outcome: Demonstrate an understanding of the text by retelling the story or poem, in writing, in your own words.

6. Retell this story in detail.

SCORE POINT 4 — ITEM 6

The response correctly addresses all aspects of the item:

- Father and the boys make pudding for Mother.
- Father leaves the boys alone. Father tells Huey and Julian not to have any of the pudding.
- The boys disobey and eat the pudding.
- At the end of the story the boys are in trouble. Father is *mad*.

The response demonstrates a complete understanding of the selection and addresses the important elements of the story.

The student addresses all the major parts.

Julian his little Brother and his dad made Some pudding for there Mother. well Julians dad went to sleep and told to stay away from the pudding. Well Julian and Huey thught it such a big pudding it wouldnt mutter if we just tasted it a little. Well in the end the whole pudding was gone and when mom got home and there wasn't any pudding dad got mad.

SCORE POINT 3

ITEM 6

The response correctly addresses some aspects of the item:

- Father and the boys make pudding for Mother.
- Father leaves the boys alone. He tells them not to have any of the pudding.
- The boys disobey by eating the pudding.

The response omits some important aspects of the item:

- The boys are in trouble at the end of the story.
- They hide and Father hollers.

Julian and his little brother, Huey, helped their dad make a lemon pudding for their mom. When they finished their dad said not to touch the pudding while he was napping. Even though, Huey still tasted it. Then Julian tasted it, then they kept rotating until it was gone

SCORE POINT 2

ITEM 6

The response correctly addresses two aspects of the item:

- Father, Huey, and Julian make pudding for Mother.
- Father leaves the boys alone and tells them not to have any pudding.

There is incomplete evidence of interpretation because the response fails to mention these significant points:

- The boys eat all the pudding.
- The boys are in trouble at the end of the story.
- The boys hide and Father hollers.

The student starts out strongly, but shows a lack of comprehension at the end.

This story was about Julian huey and their father making some pudding for their mother. And the father said leave it alone so he can take a nap huey put his hands in and Julian got some to and drop it. so she clean it up

SCORE POINT 1

ITEM 6

Retelling commences midway through the story. Father is mentioned but his role is not clear. The response only speculates that Father *probally got angry.*

The response fails to address most aspects of the item, including these main points:

- Father and the boys make pudding for Mother.
- Father leaves the boys alone and they are not to have any of the pudding.
- The boys are in trouble in the end.

The student attempts a retelling but omits major parts of the story. This is a sketchy response. The response is unorganized and incomplete.

Huey and Julian got into the pudding and ate almostall of it. So when there father came they hid under the bed. There father looked at the pudding and saw that there was only a little bit left so he probally got angry.

SCORE POINT 0

ITEM 6

The student shows no understanding of the item:

- One aspect of the story is incorrectly addressed (Huey does not "dare" Julian).
- No other key elements or details are given.

Huey dares Julian to eat hafe of the pudding.

Reading Rubric

Short Answer

Short-answer items are scored on a 2-point scale using the following criteria:

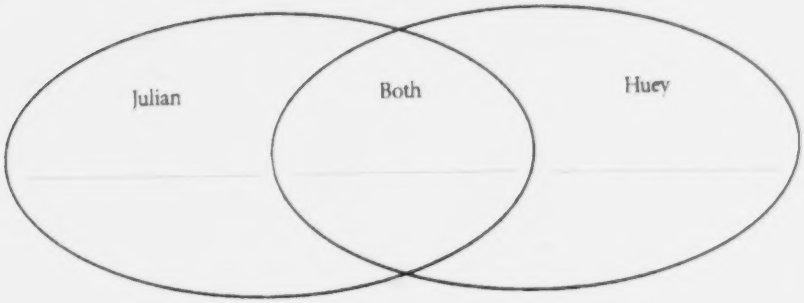
2	◊ Is complete and appropriate ◊ Demonstrates a thorough understanding of the reading selection ◊ Indicates logical reasoning and conclusions ◊ Is accurate, relevant, comprehensive, and detailed
1	◊ Is partially appropriate ◊ Contains minor flaws in reasoning or neglects to address some aspect of the item or question ◊ Is mostly accurate and relevant but lacks comprehensiveness ◊ Demonstrates an incomplete understanding of the reading selection or demonstrates an inability to make coherent meaning from the text
0	◊ Shows no understanding of the item or student fails to respond to item

Short Answer — *Item 3*

Outcome: Compare and contrast elements such as characters, settings, or events.

3. Fill in the diagram with a word to describe Julian, a word to describe Huey, and a word to describe them both. Use a word only once. Choose from:

1. obedient
2. disobedient
3. careful
4. daring



36

SCORE POINT 2

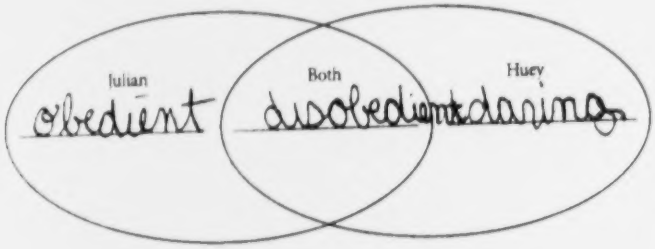
ITEM 3

The response correctly addresses the following aspects of the item:

- Describes Julian as *obedient* (although *disobedient*, *careful*, or *daring* are also acceptable responses)
- Describes both as *disobedient* (*daring* is also an acceptable response)
- Describes Huey as *daring* (*disobedient* is also an acceptable response)

The correct numbered response is also acceptable for this type of item.

This student makes a correct word choice in all three areas of the diagram.



SCORE POINT 1

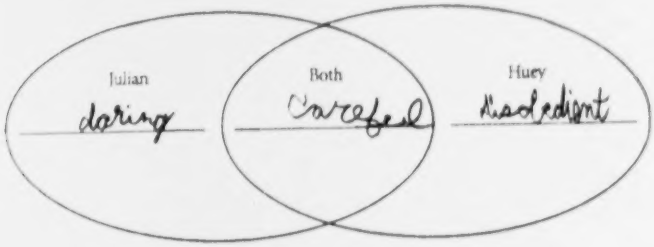
ITEM 3

The response correctly addresses the following aspects of the item:

- Describes Julian as *daring*
- Describes Huey as *disobedient*

The response incorrectly addresses the following aspect of the item:

- Describes both as *careful*

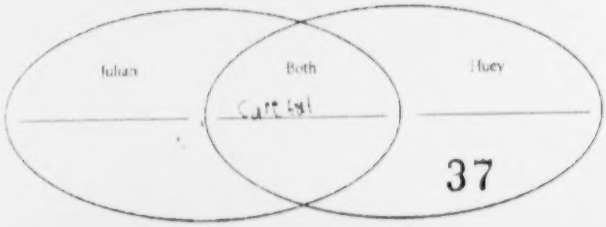


SCORE POINT 0

ITEM 3

The student incorrectly addresses the item:

- *Careful* is an incorrect response. Only *disobedient* or *daring* correctly describes both.
- No other descriptive words are given.



Short Answer — *Item 5*

Outcome: Identify and interpret vocabulary (words, phrases, or expressions) critical to the meaning of the text.

5. This selection is taken from a story called "The Pudding Like a Night on the Sea." Tell two ways the boys described what the pudding looked like in the story.

SCORE POINT 2 — ITEM 5

The response correctly addresses the following aspects of the item:

- Chooses two phrases to describe how the pudding looks: *whaves from the ocean* and *craters in the moon*

whaves from the ocean
and craters in the moon

SCORE POINT 1 — ITEM 5

The response correctly addresses only one aspect of the item:

- There is only one phrase that describes how the pudding looks: *ocean craters on the moon.*

Phrases that focus on taste or smell would also be acceptable. For a score point "2," the student's response would include two phrases that describe how the pudding looks.

ocean craters on the moon

SCORE POINT 0 — ITEM 5

Although two descriptions are given (*good* and *dark brown*), they are not from the text of the reading selection and are inaccurate in describing how the pudding looked.

They said it looked good and it looked dark brown

Reading Selection: Nonfiction

Directions: Read the selection and answer the questions.

What if a pigeon delivered your mail? You might think that would be fun. But having a pigeon deliver the mail could also cause problems. You might have to give the pigeon food and water every time it came to your house. The pigeon might need a special landing place. The sky would be filled with thousands of birds carrying everyone's letters and packages.

At one time homing pigeons really were used to deliver messages. Today, however, the United States Postal Service delivers our mail quickly and easily.

Mail delivery hasn't always been speedy and safe. Many people who came to America from other countries missed their friends and relatives back home. Writing letters was the only way they could keep in touch.

The first post office in the United States opened in 1639. It was in Massachusetts. More and more people settled in different parts of the country. New mail routes had to be set up.

Stagecoaches carried the mail from town to town. But delivering the mail by stagecoach wasn't easy. There were no roads. There were only dangerous trails over bumpy land.

When it rained, the stagecoaches got stuck in the mud. Sometimes the stagecoaches lost wheels. It could take over three weeks to send a letter and get an answer to it.

Some people settled in the West. It took a long time to send a letter from the East Coast all the way across the country. So in 1860 the Pony Express was started.

The Pony Express was the first fast mail service in the United States. Riders carried the mail on horseback. They rode all the way from Missouri to California. They used the fastest horses in the country.

The riders put the mail in leather bags. The bags were strapped to their saddles. A rider went at top speed for 10 to 25 miles, then reached a Pony Express station. There a fresh horse was waiting, ready to travel. In just two minutes, the rider changed horses and was on the way again. Each rider rode about 75 miles. Then a new rider took over. The Pony Express could carry a batch of mail almost 2,000 miles in 10 days.

from *Special Delivery* by Betty Brandt

Short Answer — *Item 11*

Outcome: Respond to the text.

11. Would you like to have been a Pony Express rider? Use the selection to explain why you feel this way.

SCORE POINT 2 — ITEM 11

Sample A

The response correctly addresses the following aspects of the item:

- Clearly states an opinion, *Yes I would...*
- Provides a clear reason that relates to the selection

Yes I would because I would love to ride a horse and deliver mail

SCORE POINT 2 — ITEM 11

Sample B

The response correctly addresses the following aspects of the item:

- Clearly states an opinion, *No, because...*
- Provides one good reason from the selection supporting the opinion

No, because it would be hard to deliver mail all across the country.

SCORE POINT 1

ITEM 11

The response correctly addresses the following aspect of the item:

- Clearly states a reason that relates to the selection

The student does a good job of detailing a reason, but omits an opinion.

Because you get to ride very fast horses, travel all across the United States.

SCORE POINT 0

ITEM 11

The student does not state an opinion and the reason given is off-task. Although a reason is cited (*Because it would be fun in a horse nd bagy travel*), the response does not mention the Pony Express.

Because IT would Be fun in a Horse nd Bagy travel

Reading Selection: Poetry

Directions: Read the selection and answer the questions.

Where Are You Now?

by Mary Britton Miller

When the night begins to fall
And the sky begins to glow
You look up and see the tall
City of light begin to grow—
In rows and little golden squares
The lights come out. First here, then there
Behind the windowpanes as though
A million billion bees had built
Their golden hives and honeycombs
Above you in the air.

Short Answer *Item 13*

Outcome: Infer from the text.

13. What time of the day is the poet talking about? How do you know?

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SCORE POINT 2

ITEM 13

The response correctly addresses the following aspects of the item:

- Clearly states the time period, *night time*
- Includes a detail (quote) from the poem that indicates the time: *the night begins to fall*

The illustration may also be used as evidence of time.

It's talking about night time. I know because it says in the first sentence, When the night begins to fall and the sky begins to glow.

SCORE POINT 1

ITEM 13

The response clearly states when (*the night time*), but does not include specific details from the selection, or use the illustration as evidence to indicate the time. The only reason given is *I know because it says in the poem.*

It's talking about in the night time. I know because it says in the poetry.

SCORE POINT 0

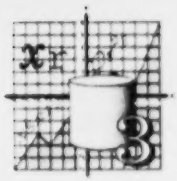
ITEM 13

The student does not write *night* or *almost night* and does not include a detail from the selection to indicate time.

The response is curious and entertaining (bees), but misses the point. The student shows no comprehension of the poem.

It starts to be fall and It ends a million billion bees had built THier hives above you in the air on the buildings

MATHEMATICS



The mathematics portion is comprised of a wide spectrum of subskills defined by twenty-five learning outcomes based on Ohio's Model Competency-Based Mathematics Program. Demonstrating competence on items based on the outcomes relies upon these levels of understanding: conceptual understanding, knowledge and skills, and application and problem solving.

While the emphasis on nearly half the items is conceptual understanding, students must also demonstrate the ability to reason and to apply skills to practical situations.

What can teachers do to help students?

Practice that encourages application of mathematical concepts to practical situations will assist in preparing students for the test. Exercises reflecting the mathematical aspects of what students are most likely to encounter in everyday life would serve best as a means of preparation. Here are some key aspects of mathematics that students will confront in the test:

- A fundamental understanding of both two- and three-dimensional geometry is of the utmost importance. Students should have a grasp of basic shapes and angles such as cylinders, pyramids, and right angles. Also important is the ability to explain or describe components of and differences between three-dimensional objects.
- Students need to be comfortable interpreting and manipulating devices that generate or display numbers, such as calculators, clock faces, spinners, and dice.
- Understanding monetary transactions: values of coins and bills, purchasing goods, making change, price-per-unit comparisons.
- Manipulating fractions: adding, subtracting, equivalency.
- Identifying patterns and sequences of numbers and shapes.

The Mathematics section of the *Fourth-grade Proficiency Tests: Information Guide* describes in greater detail which kinds of mathematical knowledge may be tested by short-answer and extended-response items. Use the guide to see which skills are being tested by the various items appearing in this resource manual.

Make sure students are aware of the Ohio Fourth-grade Practice Test. The practice test was developed to serve as a sample of the operational form of the proficiency tests.

Mathematics Rubric

Extended Response

Extended-response items are scored on a 4-point scale using the following criteria:

4	◊ Contains an effective solution ◊ Shows complete understanding of the concept or task ◊ Addresses thoroughly the points relevant to the solution ◊ Contains logical reasoning and valid conclusions ◊ Communicates effectively and clearly through writing and/or diagrams ◊ Includes adequate and correct computations and/or setup when required *(A four-point response may go beyond the requirements of the item.)*
3	◊ Contains minor flaws ◊ Indicates an understanding of the concept or item ◊ Communicates adequately through writing and/or diagrams ◊ Reaches generally reasonable conclusions ◊ Contains minor flaws in reasoning and/or computation, or neglects to address some aspect of the item
2	◊ Indicates gaps in understanding and/or execution ◊ Contains some combination of the following flaws: An incomplete understanding of the concept or item Failure to address some points relevant to the solution Faulty reasoning Weak conclusions Unclear communication in writing and/or diagrams A poor understanding of relevant mathematical procedures or concepts
1	◊ Indicates some effort beyond restating the item or copying given data ◊ Contains some combination of the following flaws: Little understanding of the concept or item Failure to address most aspects of the item or solution Major flaws in reasoning that led to invalid conclusions A definite lack of understanding of relevant mathematical procedures or concepts Omission of significant parts of the item and solution or response
0	◊ Indicates no mathematical understanding of the concept or item

Extended Response — *Item 13*

Outcome: Explain or illustrate why a solution is correct.

13. Central School sold gift wrap to raise money for the school. Shawn sold 4 rolls at $9 each, 10 rolls at $6 each, and 15 rolls at $7 each.

    To find out how much money he had to collect, he worked out the following problem on a sheet of paper.

14	10	15	$126
x$9	x$6	x$7	60
$126	$60	$106	+106
			$1786

Shawn figured that he would have to collect $1786. Tell whether Shawn solved the problem correctly. If he did not, identify each of his mistakes. Use words, numbers, or pictures to explain your answer.

SCORE POINT 4

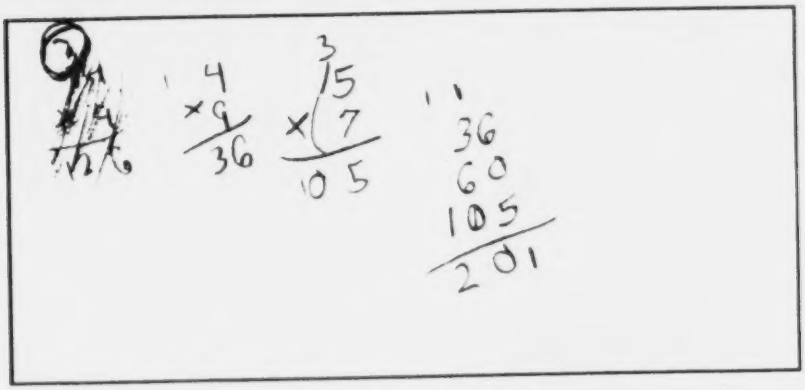
ITEM 13

The response shows complete understanding of the task:

- The response states that the first problem should be $4 \times 9 = 36$ using verbal explanation and calculation.
- The response states that the third problem should be *35 not 6* using verbal explanation and calculation.
- The response shows that the final answer should be $201. The student correctly aligns and finds the sum of the 3 addends, although the response does not state that Shawn did not align the numbers correctly.

The first one he only sold four rolls at nine dolars each so it would only be $36. On the third on it's 35 not 6. The fainal answr sude be $201.00

You may show your work here.



SCORE POINT 3

ITEM 13

The response indicates understanding by correctly addressing most aspects of the task:

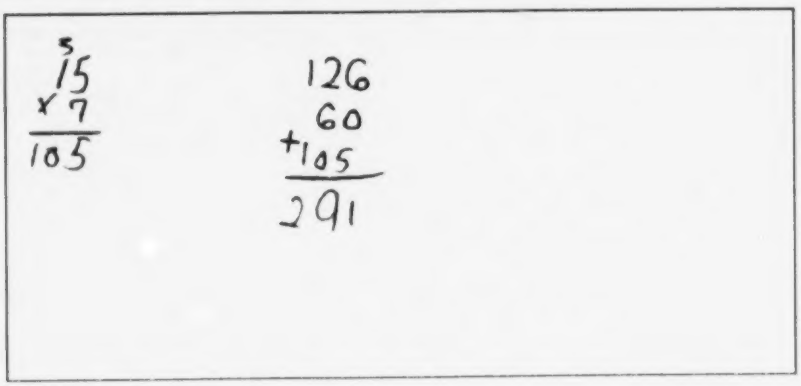
- The student identifies Shawn's error in the third product (15 × 7 = 105, not 106) with both a verbal explanation and calculation.
- The student states that *He added wrong* and correctly aligns 3 addends to reach a sum of 291.

The response fails to address all aspects of the item:

- The student failed to notice that 14 × 9 should be 4 × 9.

When he did 15x7 he put down
$106 That is wrong. It is $105 not $106
And he add wrong. Sie ~~crossed~~ He did
have thoas mestakes he would not have
to collect that much. Only 291 dollars

You may show your work here.



SCORE POINT 2

ITEM 13

The response shows partial understanding by correctly addressing some aspects of the item:

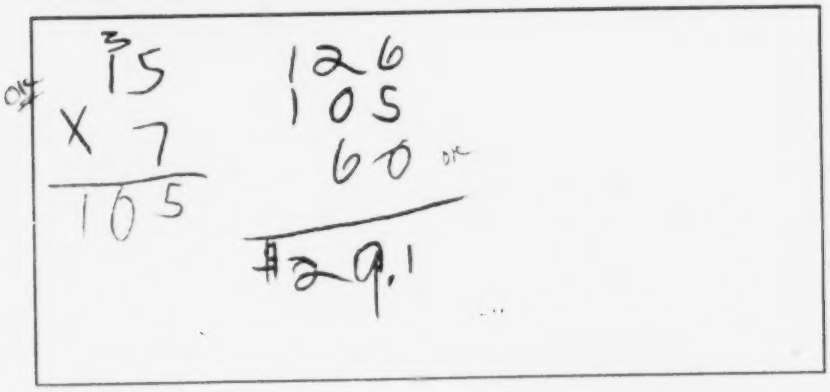
- The student correctly calculates 15 × 7 = 105.
- The student correctly aligns three addends.

The response shows some lack of understanding:

- The student fails to notice that 14 × 9 should be 4 × 9.
- An incorrect decimal point is introduced into the sum (29.1).

He did 3 and the toolt
wrong. He came up with
106. for 3. for the toolt
he came up with $1786

You may show your work here.



SCORE POINT 1

ITEM 13

The response indicates minimal understanding by correctly addressing one aspect of the item:

- The student correctly aligns the numbers given in the item, 126 + 60 + 106, and adds them correctly (292).

The response omits significant parts of the solution:

- There is a failure to address all other aspects of the item.

The answer is wrong and he does not have it lined up correctly He had to collect #292.00.

You may show your work here.

```
  126
+  60
  106
  292
```

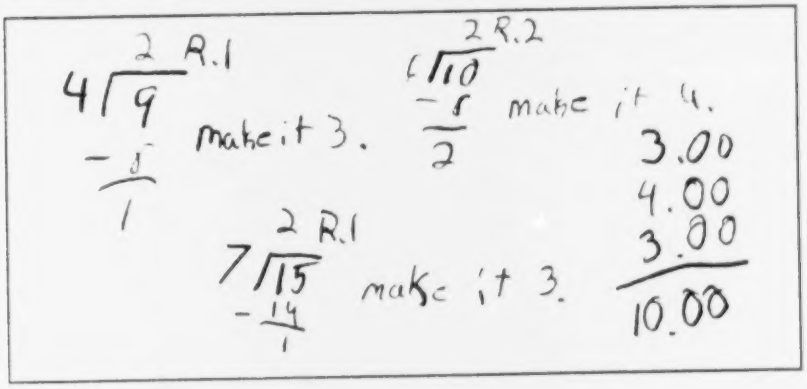
SCORE POINT 0 **ITEM 13**

The response shows no understanding of the mathematical concepts:

- The work shows much discussion about incorrect dividing and adding.

He should have divided
4 from 9. He should have divided
6 from 10. He should have divided
7 from 15. He should have added $3.00, $4.00, $3.00
He should have gotten $10.00.

You may show your work here.



Mathematics Rubric

Short Answer

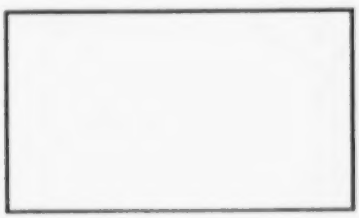
Short-answer items are scored on a 2-point scale using the following criteria:

2	◊ **Shows complete understanding of the concept or task** ◊ **Shows logical reasoning and conclusions** ◊ **Shows correct setup and/or computations**
1	◊ **Contains minor flaws in reasoning** ◊ **Neglects to address some aspect of the task or contains a computational error**
0	◊ **Indicates no mathematical understanding of the concept or task**

Short Answer *Item 6*

Outcome: Apply congruence, symmetry, paths, simple closed curves, and the ideas of interior and exterior.

6. Draw the two lines of symmetry for this rectangle.



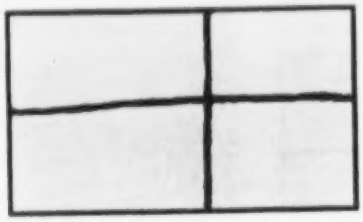
SCORE POINT 2

ITEM 6

The response indicates complete understanding of the concept:

- A horizontal line of symmetry is shown.
- A vertical line of symmetry is shown.

Although the vertical line is not exactly in the center of the rectangle, this is acceptable for fourth-grade level.



SCORE POINT 1

ITEM 6

The response shows some understanding by addressing one aspect of the task:

- A vertical line of symmetry (although a little off center) is shown.

The response neglects to address all aspects of the task:

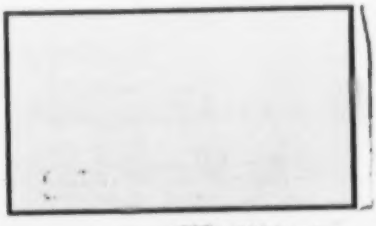
- The response shows no horizontal line of symmetry.

SCORE POINT 0

ITEM 6

The response shows no mathematical understanding of symmetry:

- There are no correct lines of symmetry.
- The response incorrectly contains two lines outside the rectangle parallel to two perpendicular sides.



Short Answer — *Item 10*

Outcome: Use patterns to make generalizations and predictions by determining a rule and identifying missing numbers in a sequence; determining a rule and identifying missing numbers in a table of number pairs; identifying missing elements in a pattern and justifying their inclusion; determining a rule and identifying missing numbers in a sequence of numbers or a table of number pairs related by a combination of addition, subtraction, multiplication, or division.

10. Look for a pattern. Describe the pattern and write the missing numbers to complete the table.

A	B
2	10
5	13
8	16
11	
	22

SCORE POINT 2 — ITEM 10

The response shows complete understanding of the concept:

- Column A is identified as *14*.
- Column B is identified as *19*.
- Two patterns are described as *acroose—they are separated by 8* and *Down A By 3* and *Down B By 3*.

A	B
2	10
5	13
8	16
11	19
14	22

acroose - they ~~are~~ separated by 8.
Down A By 3.
Down B By 3 54

SCORE POINT 1

ITEM 10

The response shows some understanding of the concept:

- Column B is identified as *19*.
- A pattern is identified—*You Scip 3 numbers.*

The explanation of the pattern (*You Scip 3 numbers...*) is acceptable for this grade level.

The response does not address all aspects of the concept:

- Column A is incorrectly identified as *15*.

A	B
2	10
5	13
8	16
11	19
15	22

You Scip 3 numbers + go to the next one

SCORE POINT 0

ITEM 10

The response shows no mathematical understanding of the concept:

- The response incorrectly identifies *7* in Column A.
- The response incorrectly identifies *11* in Column B.
- The response makes no attempt to describe a pattern.

A	B
2	10
5	13
8	16
11	11
7	22

Short Answer

Item 16

Outcome: Order fractions using symbols as well as the terms "at least" and "at most."

16. Maria baked a pie and cut it into 6 equal pieces. Pedro baked the same size pie and cut it into 8 equal pieces. Both children ate one piece of their own pie.

    Who ate a bigger piece? Use words, pictures, or numbers to explain your answer.

SCORE POINT 2

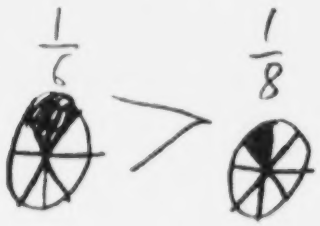
ITEM 16

The response shows complete understanding of the concept:

- The response states *Maria ate more pie.*
- The response makes a comparison: *because 1/6 > 1/8.*
- The response shows diagramming of equal size pies cut into sixths and eighths, shading 1 piece from each pie, and stating again *1/6 > 1/8.*

Maria ate more pie because
$\frac{1}{6} > \frac{1}{8}$

You may show your work here.



SCORE POINT 1

ITEM 16

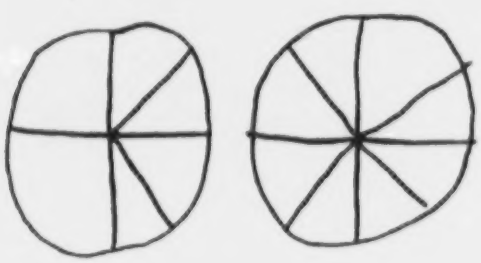
The response shows some understanding of the problem:

- Maria is identified.
- A diagram of equal size pies cut into six unequal pieces and eight equal pieces is shown.

The explanation is vague—*Her pie was only cut into six peices.*

Maria. Beacause her pie was only cut into six peices.

You may show your work here.



SCORE POINT 0

ITEM 16

The response shows no mathematical understanding of fractions:

- No aspect of the problem is addressed correctly.

You may show your work here.

Pedro 2 more piece than maria

Short Answer — *Item 19*

Outcome: Apply concept of place value in making estimates in addition and subtraction using front-end digits.

19. Use **front-end estimation** to estimate the sum.

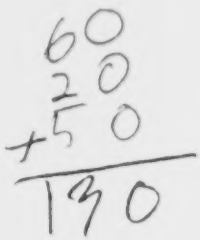
$$\begin{array}{r} 64 \\ 21 \\ +\ 55 \\ \hline \end{array}$$

SCORE POINT 2 — ITEM 19

The response shows complete understanding of the concept:

- The response correctly uses front-end estimation by showing the following calculation: 60 + 20 + 50 = 130.

The fact that no adjustment is made for the value of the one's digits is acceptable for this grade level.



58

SCORE POINT 1

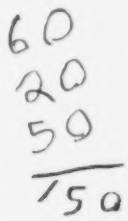
ITEM 19

The response shows some understanding of front-end estimation:

- Front-end estimation is attempted.
- Correct addends are used.

The response contains a computational error:

- An incorrect sum is shown (60 + 20 + 50 = 150).

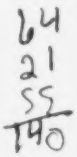


SCORE POINT 0

ITEM 19

The response shows no mathematical understanding of estimation:

- The response simply finds the sum of the three given addends.



CITIZENSHIP

The Citizenship portion of the test is composed of a wide range of subtopics defined by eighteen learning outcomes. These learning outcomes are based on Ohio's Model Competency-Based Social Studies Program. The learning outcomes are grouped by six strands.

What can teachers do to help students?

- Practicing map reading is essential and should include such skills as using scales to determine distances, determining compass direction, choosing routes to destinations, and interpreting symbols that describe resource allocation and regional economies. Exercises that make map interpretation relevant to the everyday lives of students should be used to hone these skills. It is important to include exercises that concern not only Ohio, but also its relation to other states and the rest of the nation.
- Students need to be comfortable interpreting charts and timelines that present historically and culturally significant events.
- Providing students with a basic understanding of economic concepts is important. Ideas such as consuming, producing, transportation, and how raw materials are used should be understood.
- Be sure the basic functions of state, local, and city governments are clear.
- Exercises that require students to distinguish fact from opinion are highly recommended. A useful format for this type of exercise could include a short reading selection that presents two sides of an issue and contains a combination of factual statements and opinions. Students should be able to pick any one of these statements and explain why it is fact or opinion.
- Review the major nondenominational holidays, paying attention to their cultural significance and activities associated with them.
- Make sure students are aware of the Ohio Fourth-grade Practice Test. The practice test was developed to serve as a sample of the operational form of the proficiency tests.

Classroom exercises that make these aspects of citizenship relevant to the everyday lives of students should be incorporated into the curriculum.

Citizenship Rubric

Extended Response

Extended-response items are scored on a 4-point scale using the following criteria:

4	◊ Provides evidence of extensive interpretation and thoroughly addresses the points relevant to the item ◊ Is well organized, elaborate, and thorough ◊ Is relevant, comprehensive, detailed, and demonstrates a thorough understanding of the concept or item ◊ Contains logical reasoning and communicates effectively and clearly ◊ Addresses thoroughly the important elements of the item *(A four-point response may go beyond the requirements of the item.)*
3	◊ Provides evidence that an essential interpretation has been made ◊ Is thoughtful and reasonably accurate ◊ Indicates an understanding of the concept or item, communicates adequately, and generally reaches reasonable conclusions ◊ Contains some combination of the following flaws: Minor flaws in reasoning Neglects to address some aspect of the concept or item Some details might be missing
2	◊ Is mostly accurate and relevant ◊ Contains some combination of the following flaws: Incomplete evidence of interpretation Unsubstantiated statements made about the text An incomplete understanding of the concept or item Lacks comprehensiveness Faulty reasoning Unclear communication
1	◊ Demonstrates a partial understanding of the concept or item, but is sketchy and unclear ◊ Indicates some effort beyond restating the item ◊ Contains some combination of the following flaws: Little evidence of interpretation Unorganized and incomplete Failure to address most aspects of the concept or item Major flaws in reasoning that led to invalid conclusions A definite lack of understanding of the concept or item Demonstrates no coherent meaning from text
0	◊ Indicates no understanding of the concept or item

Extended Response — *Item 11*

Outcome: Differentiate between statements of fact and opinion found in information about public issues and policies.

11. Facts and opinions are different. A fact is something that a person can prove. An opinion is something that a person believes but cannot prove. "Best," "worst," "should," "should not," and "think" are some words that show opinions. Look at the following statements:

    (a) Ohio has the country's best airports.
    (b) Cleveland has Ohio's busiest airport.
    (c) No more freeways should be built in Ohio.
    (d) Ohio has more than 100,000 miles of roads.

    Write the letter of one of the statements that shows an OPINION.

    What word or words show that the statement is an opinion?

    Write the letter of another of the statements that shows an OPINION.

    What word or words show that the sentence is an opinion?

SCORE POINT 4 — ITEM 11

The response shows complete understanding of the item:

- The response is elaborate and well organized.
- The student communicates clearly and effectively.
- The student has statements and words correctly identified.

a

The word "best" shows the statment is an opion

c

The word "should" shows the sentence is an opion

SCORE POINT 3

ITEM 11

The response correctly addresses some aspects of the item:

- The student identifies those statements that are opinion.
- The student uses *Bes airports*, showing some understanding of *best* as an opinion word.

The response incorrectly addresses the following aspect of the item:

- The student uses *more* rather than *should*.

a

Bes airports

c

more

SCORE POINT 2

ITEM 11

The response correctly addresses the following aspect of the item:

- Identifies those statements that are opinion

The response incorrectly addresses the following aspects of the item:

- Fails to correctly answer the follow-up questions
- The student merely restates the item (a) without emphasizing the word *best*.

C

Because he is telling that
he doesn't want anymore

a

Its his opinon that Ohio
has the best airport.

Citizenship: Extended Response

SCORE POINT 1

ITEM 11

The response correctly addresses the following aspect of the item:

- Identifies *a*

The response incorrectly addresses the following aspect of the item:

- The student merely copies item (a) without emphasizing the word *best*.

a.

Ohio has the countrys best airpors.

d

Cleveland has Ohios busiest airport.

SCORE POINT 0

ITEM 11

The response shows no understanding of the concept:

- The student identifies *Best*, but fails to properly associate it.

D

the word "Best",

worst",

"Best", worst, "should not", and that.

Citizenship Rubric

Short Answer

Short-answer items are scored on a 2-point scale using the following criteria:

2	◊ Is complete and appropriate ◊ Demonstrates a thorough understanding of the concept or item ◊ Indicates logical reasoning and conclusions ◊ Is accurate, relevant, comprehensive, and detailed
1	◊ Is partially appropriate ◊ Is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or item ◊ Contains minor flaws in reasoning or neglects to address some aspect of the concept or item
0	◊ Indicates no understanding of the concept or item

Short Answer — *Item 3*

Outcome: Identify or compare the customs, traditions, and needs of Ohio's various cultural groups.

Directions: Use the chart below to answer number 3.

Two Groups Who Lived in Ohio

Name of Group	Something the Group Is Known for	Something the Group Believes
Shakers	A special kind of simple furniture	Work is an important part of a plain way of life.
Amish	Successful farming with simple tools	A plain, hardworking way of life is best.

3. In what two ways are the Shakers and the Amish alike?

SCORE POINT 2

ITEM 3

The response shows complete understanding of the item:

- The response is complete.
- The student correctly mentions *plain life* and *simple furniture and tools.*

(1) They both work a plain life

(2) They both use simple furniture and tools

SCORE POINT 1

ITEM 3

The response correctly addresses the following aspect of the item:

- Mentions *work*

The response incorrectly addresses the following aspect of the item:

- Redundant second example

(1) They both like work.

(2) They both like do all of work for there life.

SCORE POINT 0

ITEM 3

The response shows no understanding of the item:

- The student only repeats part of the chart.

(1) Shakers work is important part of a plain way of life.

(2) Amish work is a plain hardworking way of life is best.

Short Answer

Item 6

Outcome: Identify or explain the purposes of local government.

6. One purpose of local government in Ohio is to provide for a system of justice. Name two places or people provided by local government to make sure we are all treated justly.

SCORE POINT 2

ITEM 6

The response shows complete understanding of the item:

- The student correctly identifies two people—*Judge* and *Cops*.
- The response is minimal, but correct.

(1) Judge

(2) Cops.

SCORE POINT 1

ITEM 6

The response correctly addresses the following aspect of the item:

- Mentions *the piece Department* as a place

The response incorrectly addresses the following aspect of the item:

- Mentions *the fire Department*

(1) the fire Department.

(2) the place Department.

SCORE POINT 0

ITEM 6

The response shows no understanding of the concept:

- The response shows no sense of *local*.

(1) Washington D.C.

(2) The White House.

Short Answer

Item 14

Outcome: Identify or describe the location of Ohio in relation to other states, to regions of the United States, and to major physical features of North America.

Directions: Use the map below to answer number 14.

14. Suppose you were going from Ohio to New Jersey to visit relatives. If you traveled in a straight line, in what direction would you be going?

What mountains would you cross?

SCORE POINT 2

ITEM 14

The response shows complete understanding of the item:

- The response is complete and appropriate; the student correctly names *Northeast* as the direction of travel and *Appalachian Moutains* as the mountains to be crossed.

Northeast

Appalachian Moutains

SCORE POINT 1

ITEM 14

The response correctly addresses the following aspect of the item:

- Identifies *Appalachian Mountains*

The response incorrectly addresses the following aspect of the item:

- Shows incomplete understanding by indicating *east west* direction

east west

Appalachian Mountains

SCORE POINT 0

ITEM 14

The response shows no understanding of the item:

- The response is inaccurate—*N*[orth] and *The rocky Mountains* are incorrect.

No

The rocky Mountains

Short Answer — *Item 18*

Outcome: Demonstrate knowledge of and ability to think about the relationship among events by identifying sequence of events in history; grouping events by broad historical eras on a timeline; recognizing that change occurs in history; or identifying cause-and-effect relationships.

Directions: Read the following paragraph to answer number 18.

A hundred years ago, many children worked in factories. Factory owners paid children less than grownups were paid. Since then, laws have been passed to protect children from working at a young age. Today, all children in Ohio from age 6 to age 17 must get schooling. They may not work in factories without special permission.

18. Name two ways that these laws have helped children.

SCORE POINT 2 — ITEM 18

The response shows complete understanding of the item:

- The response indicates logical reasoning.
- The student draws appropriate conclusions.
- The student communicates clearly and effectively by focusing on how laws *Help children from geting hurt* and *Help the children have time to learn.*

(1) Help children from geting hurt.
(2) Help the children have time to learn.

SCORE POINT 1

ITEM 18

The response correctly addresses the following aspect of the item:

- Mentions one way that children have been helped: *...get a better job with edgacation*

The response incorrectly addresses the following aspect of the item:

- Has an inappropriate response: *Learn manners*

(1) They can get a better job with edgacation.
(2) Learn manners

SCORE POINT 0

ITEM 18

The response shows no understanding of the concept:

- The student addresses inappropriate issues: time and travel safety.
- The response has no mention of how laws have helped.
- The response is irrelevant.

(1) They don't have to get up early to go to work.
(2) They could get lost on the way home so they changed the law.

SCIENCE

The Fourth-grade Proficiency Test in Science is defined by the nineteen learning outcomes based on Ohio's Model Competency-Based Science Program. These outcomes fall under four strands: Nature of Science, Physical Science, Earth and Space Science, and Life Science. Demonstrating competence on items based on these outcomes relies upon three basic levels of understanding: acquiring scientific knowledge, processing scientific knowledge, and extending scientific knowledge.

What can teachers do to help students?

Hands-on experience with scientific reasoning applied to practical problems is the best possible preparation that students can have before taking the test. Mere memorization of scientific definitions or concepts, while imparting some abstract knowledge to students, is inadequate practice for what they will see in the test. Following are some key aspects of scientific reasoning and procedures that will best prepare students for the testing experience.

- Keen observational skills are extremely important. Students are asked to recognize observable characteristics of objects or scenes and make classifications or deductions based upon these characteristics. For instance, a group of similar objects such as house keys or clothing buttons may need to be sorted and classified based on minor, yet observable, differences. Similarly, "before and after" scenes depicting subtle changes in the environment will need to be analyzed and described. A well-developed eye for detail will help ensure students' success on such items.

- Detailed descriptions and explanations of why and/or how physical, chemical, and natural changes occur are an important indicator of scientific understanding. Students should be encouraged to use precise, detailed language (scientific terminology is best) and logical sequence when explaining causes and/or effects of the types of changes listed above. A good way to develop this skill is to have students take detailed notes while conducting experiments or observations in the classroom.

- The basic necessities for supporting life (both animal and plant) should be understood. Also important is an understanding of characteristics that determine whether something is alive or not. Students should be able to discern similarities and differences between living and nonliving things.

- Because charts and tables are commonly used to relay scientific information, students should be comfortable interpreting data and other information listed in this fashion. They should be able to make inferences from such information and also be able to fill in missing information.

- Recognition and understanding of cycles and sequences are key to scientific learning. Planetary, seasonal, and biological cycles, to name a few, should be apparent to students as scientific patterns. Also important is the recognition that these patterns serve as a foundation for sound predictions.

- Safety is an important facet of scientific inquiry and procedure. Students should be able to recognize health and safety hazards and know about basic protective gear and its use. This information should be incorporated into any hands-on problem solving or experimentation.

- Make sure students are aware of the Ohio Fourth-grade Practice Test. The practice test was developed to serve as a sample of the operational form of the proficiency tests.

Science Rubric

Extended Response

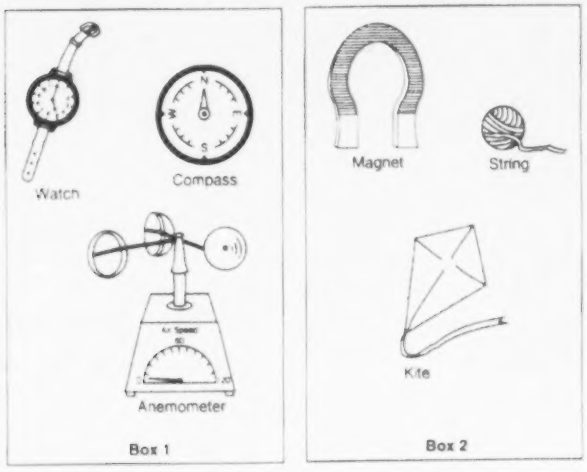
Extended-response items are scored on a 4-point scale using the following criteria:

4	◊ Provides evidence of extensive interpretation and thoroughly addresses the points relevant to the item ◊ Is well organized, elaborate, and thorough ◊ Is relevant, comprehensive, detailed, and demonstrates a thorough understanding of the concept or task ◊ Contains logical reasoning and communicates effectively and clearly ◊ Addresses thoroughly the important elements of the item *(A four-point response may go beyond the requirements of the item.)*
3	◊ Provides evidence that an essential interpretation has been made ◊ Is thoughtful and reasonably accurate ◊ Indicates an understanding of the concept or task, communicates adequately, and generally reaches reasonable conclusions ◊ Contains some combination of the following flaws: Minor flaws in reasoning Neglects to address some aspect of the concept or task Some details might be missing
2	◊ Is mostly accurate and relevant ◊ Contains some combination of the following flaws: Incomplete evidence of interpretation Unsubstantiated statements made about the text An incomplete understanding of the concept or task Lacks comprehensiveness Faulty reasoning Unclear communication
1	◊ Demonstrates a partial understanding of the concept or task, but is sketchy and unclear ◊ Indicates some effort beyond restating the item ◊ Contains some combination of the following flaws: Little evidence of interpretation Unorganized and incomplete Failure to address most aspects of the concept or item Major flaws in reasoning that led to invalid conclusions A definite lack of understanding of the concept or the task Demonstrates no coherent meaning from the text
0	◊ Indicates no understanding of the concept or task

Extended Response *Item 11*

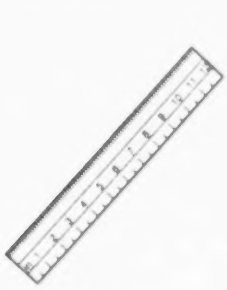
Outcome: Create and use categories to organize a set of objects, organisms, or phenomena.

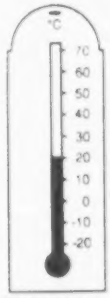
11. When Jocelyn returns the borrowed items, her teacher starts organizing all the items in boxes. Items that have a certain characteristic go into Box 1. Items that do not have that characteristic go into Box 2.



Tell what characteristic the teacher is using to separate the items into two boxes. Explain your answer.

The teacher has to leave the room and asks Jocelyn to finish putting the items into boxes. Only the ruler and the thermometer are left.





Which box (Box 1 or Box 2) should the ruler go in? Why?

Which box (Box 1 or Box 2) should the thermometer go in? Why?

SCORE POINT 4

ITEM 11

The response provides evidence of extensive interpretation and thoroughly addresses the points relevant to the item:

- The response clearly demonstrates an understanding of grouping by characteristics.
- The response provides a good explanation of characteristics and compares both boxes.
- The response has two Box 1 answers.
- The response uses the scientific term *measurement*.

Items with measurements go into box one and the measurements go into box two.

Box one because it uses measurement.

Box one because it uses measurement.

SCORE POINT 3

ITEM 11

The response provides evidence that an essential interpretation has been made:

- The response explains characteristics well.
- The response has a good understanding of grouping concepts.
- The response is not a "4" because characteristics for Box 2 are not listed.
- The ruler and thermometer are both put in Box 1.

box 1 tells what somthing is because wwatch tells time the compass tells direction and anemeter tells wind speed

box 1 because it tells the ligth

box 1 because it tells the temperature

SCORE POINT 2

ITEM 11

The response is mostly accurate and relevant:

- The characteristics are clearly defined for both Box 1 and Box 2.
- The response does not group the thermometer and ruler correctly.
- The response *move by hand* changes the definition of the characteristic; that is, it was a different use of the hand.
- The response *without human force* is a good science phrase, but it does not follow through with established characteristics.

They all have hands in Box 1.
In Box 2 they don't have hands

The ruler should go in Box 2 because
it can only move by hand.

It would go in Box 1, because
it can move without human force.

SCORE POINT 1

ITEM 11

The response demonstrates a partial understanding of the concept or task, but is sketchy and unclear:

- The response has a positive definition; that is, listing the characteristics of Box 1.
- No points were given for Box 2 because it repeats the item.
- The student did not indicate which box the ruler should go in or give a reason why the ruler should be placed in any box.
- The response concerning which box the thermometer should go in is fuzzy and incomplete.

Well, the box 1 has things that use gears, circles, metal, and pointy things. Well, in box 2 the items do not have all that.

Because it does not have a characteristic.

Box 1 because the items are + I explained

SCORE POINT 0

ITEM 11

The response indicates no understanding of the concept or task:

- The response shows no understanding of a particular concept.
- The response shows no understanding of grouping by characteristics.
- The characteristics listed, though specific, are misleading and incorrect.
- The student switched box characteristics between Box 1 and Box 2.

I thin the teacher put the kite and string in the same box because you need the string to Fly the kite. I think she put the Magnet in there because It did'nt go with anything else

I think the ruler should go in Box #2 because you need to measer the string

I think it should go in Box #1 because you mit went to time the tmpcer

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Science Rubric

Short Answer

Short-answer items are scored on a 2-point scale using the following criteria:

2	Is complete and appropriate Demonstrates a thorough understanding of the concept or task Indicates logical reasoning and conclusions Is accurate, relevant, comprehensive, and detailed
1	Is partially appropriate Is mostly accurate and relevant, but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or task Contains minor flaws in reasoning or neglects to address some aspect of the concept or task
0	Indicates no understanding of the concept or task

Short Answer *Item 4*

Outcome: Identify evidence and show examples of changes in the earth's surface.

4. As part of a school project, you place a rock weighing exactly 2 kg (kilograms) on top of a bare hill. The rock stays there for 10 years.

   After 10 years, no person has touched the rock. What would you expect the rock to weigh—less than 2 kg, exactly 2 kg, or more than 2 kg? Give a reason for your answer.

SCORE POINT 2

ITEM 4

The response is complete and appropriate:

- This response gives one of the three possibilities (weighs more, less, or the same) and explains the action (*wore it down*) and the agents (*wind and rian*).

I would expect it to weigh less, because wind and rainhave wore it down.

SCORE POINT 1

ITEM 4

The response is partially appropriate:

- This response gives one of the three possibilities and it mentions an action, but the agent was not given (agent may be wind action, water action, animal action, or temperature fluctuation).

I would say less than a kg. because in 10 years for ex. the rock would wear away.

SCORE POINT 0

ITEM 4

The response indicates no understanding of the concept or task:

- Although the response indicates one of three possibilities, no valid reason was given to support the answer.

Stay the same, because rocks can not grow.

Short Answer — Item 8

Outcome: Analyze a series of events and/or simple daily or seasonal cycles and predict the next likely occurrence in the sequence.

8. Jan, Tom, Dick, and Ana each use a sponge to make identical wet streaks on the class chalkboard. Each person stands 1 meter from his or her wet streak and does a different activity. Jan, Tom, and Dick record the time it takes their own wet streak to dry.

Person	Activity	Time it takes wet streak to dry
Jan	Nothing	1 minute, 50 seconds
Tom	Waves hands at wet streak	1 minute, 5 seconds
Dick	Aims hot hair dryer at wet streak	25 seconds
Ana	Aims electric fan at wet streak	

Predict how long it takes Ana's streak to disappear. Explain the reasons for your answer.

SCORE POINT 2 — ITEM 8

The response is complete and appropriate:

- The response clearly demonstrates an understanding of the concept. It explains that hot air dries a wet streak quicker than cold air.
- The response falls within the accepted time range (25 seconds to 1 minute, 5 seconds).

50 seconds It would take Ana a little longer with the electric fan because the electric one blows cold air and the hot dryer would dry quicker because it is hot. Hot air dries stuff quicker.

SCORE POINT 1

ITEM 8

The response is partially appropriate:

- The response is within the correct time range (25 seconds to 1 minute, 5 seconds).
- The response did not state why an electric fan would not dry a wet streak as fast as a hair dryer would.

I think that it will takes Ana's streak 40 sec to dry, because Ana's electric fan wouldn't make the streak dry as fast as a hair dryer.

SCORE POINT 0

ITEM 8

The response indicates no understanding of the concept or task:

- The response gives an incorrect answer of *15 seconds*, which is below the acceptable time range.
- The response is incorrect because it states that cold air dries a wet streak faster than hot air.

A fan blows out cold air and cold air dryes wet things up faster than hot air.
15 seconds

Short Answer — *Item 16*

Outcome: Identify characteristics of a simple physical change.

16. Popcorn is a moist corn surrounded by a hard shell. Popcorn kernels generally pop when they are heated to about 200°C. Identify two physical changes that occur when popcorn kernels pop.

SCORE POINT 2 — ITEM 16

The response is complete and appropriate:

- The response clearly demonstrates an understanding of physical change.
- The use of the word *evapurates* (even though the word in misspelled) demonstrates high-level vocabulary for this grade level and is an accurate scientific term.

(1) They get hot and turn to a soft shape

(2) They get dry because the moistness evapurates

84

SCORE POINT 1

ITEM 16

The response is partially appropriate:

- The response gives one physical change; that is, *turn inside out.*

(1) Theg taste better

(2) They turn it's I. out when they get hot.

SCORE POINT 0

ITEM 16

The response indicates no understanding of the concept or task:

- No physical change is being addressed in the response. It appears that the student merely looked at the diagram and responded to it.

(1) It is seeds

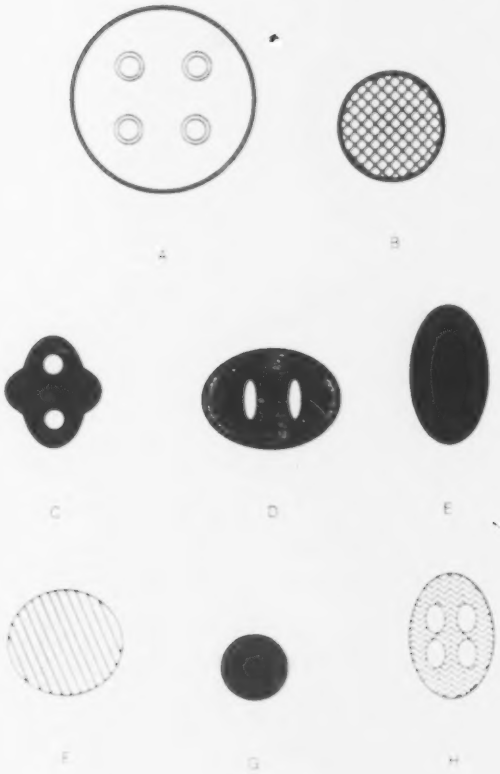
(2) Than it is popcorn

Short Answer

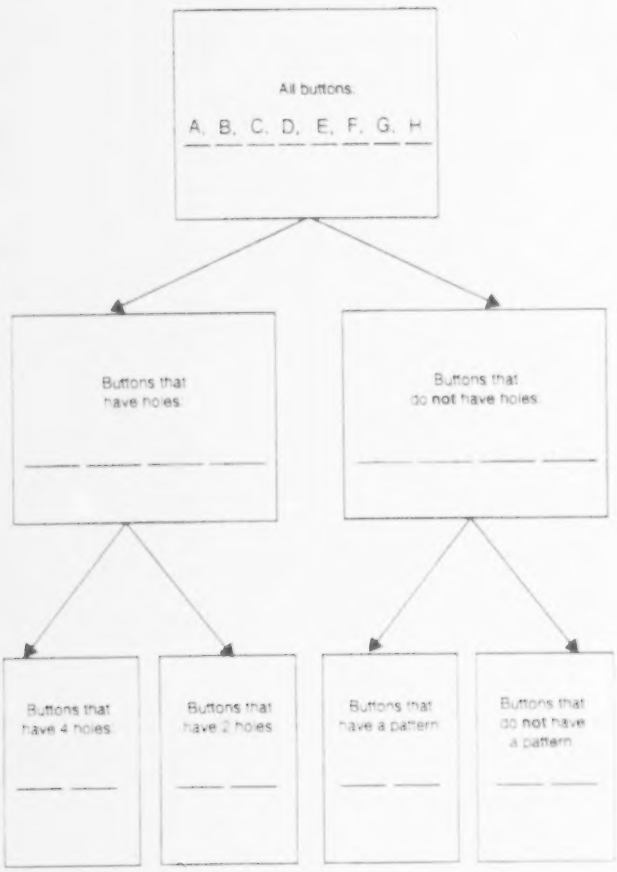
Item 20

Outcome: Use a simple key to distinguish between objects.

20. Buttons A–H, below, are alike in some ways and different in others. Use the identification key on page 35 to separate buttons A–H into smaller groups.



In each box, write the letter of the buttons that fit into that group. The first box has been done for you.


All buttons
A, B, C, D, E, F, G, H
Buttons that have holes
Buttons that do not have holes
Buttons that have 4 holes
Buttons that have 2 holes
Buttons that have a pattern
Buttons that do not have a pattern

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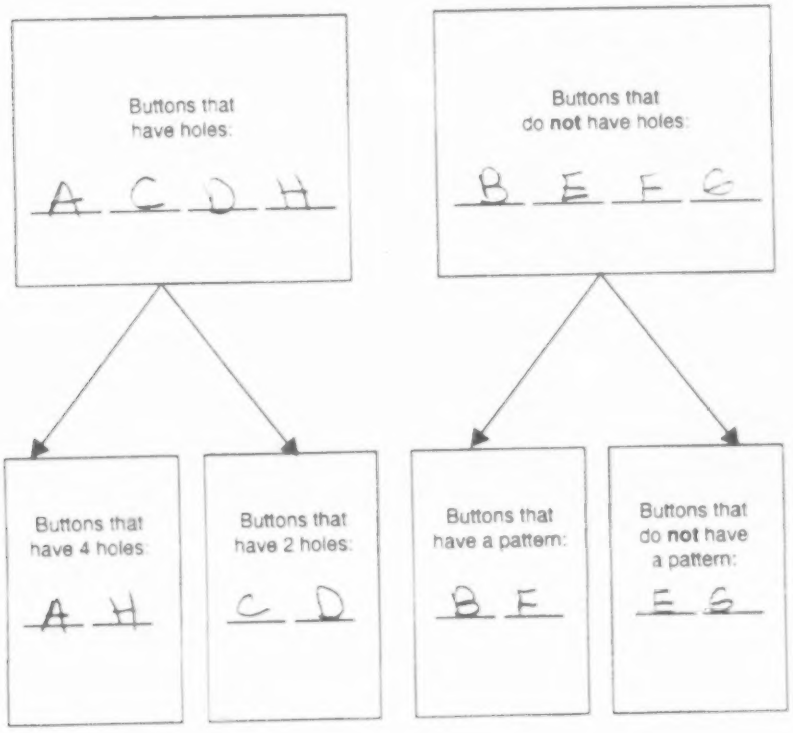
SCORE POINT 2

ITEM 20

The response is complete and appropriate:

- The response clearly demonstrates an understanding of flow charts.
- To receive a score point "2," all boxes must contain the correct letters.

Letters need not be in alphabetical order in each box to be correct; for example, *A, C, D, H* may be listed as *H, C, D, A*.

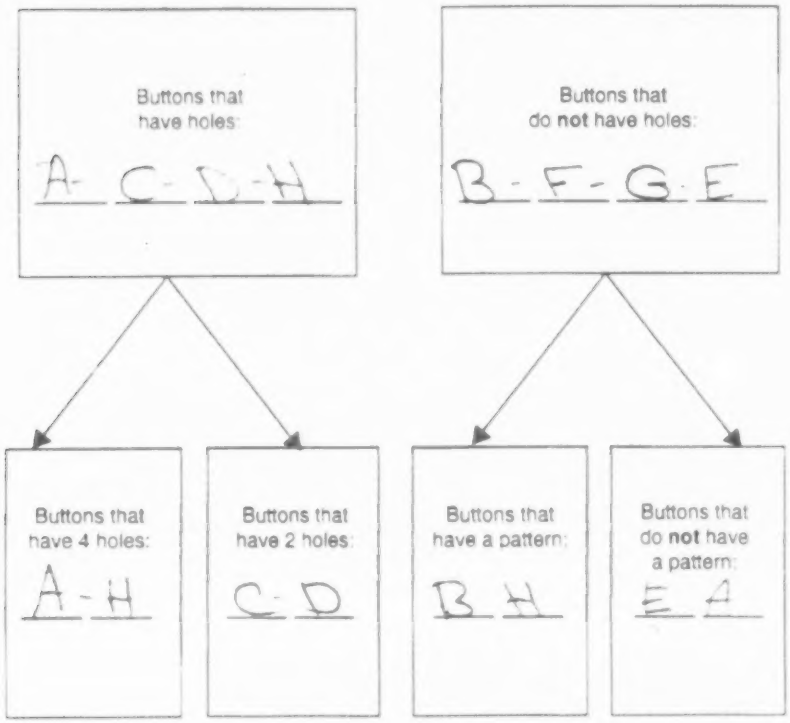

Buttons that have holes:
A C D H
Buttons that do **not** have holes:
B E F G
Buttons that have 4 holes:
A H
Buttons that have 2 holes:
C D
Buttons that have a pattern:
B F
Buttons that do **not** have a pattern:
E G

SCORE POINT 1

ITEM 20

The response is partially appropriate:

- The response shows a partial understanding of flow charts.
- The response contains two errors on the third level; that is, *B, H* should have been *B, F* and *E, A* should have been *E, G*.


Buttons that have holes:
A - C - D - H
Buttons that do not have holes:
B - F - G - E
Buttons that have 4 holes:
A - H
Buttons that have 2 holes:
C - D
Buttons that have a pattern:
B H
Buttons that do not have a pattern:
E A

88

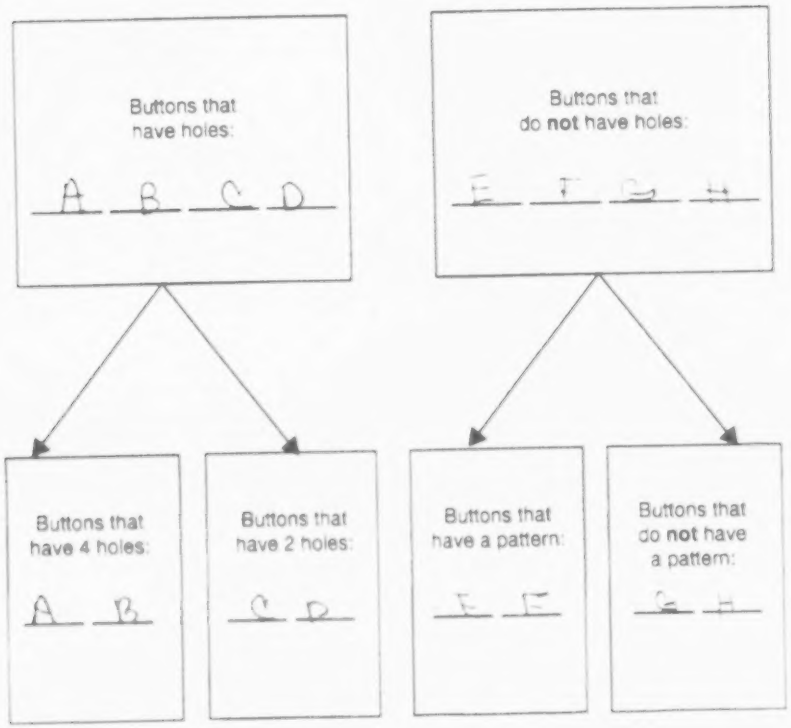
SCORE POINT 0

ITEM 20

The response indicates no understanding of the concept or task:

- The response indicates no understanding of flow charts.

While *B* may be viewed as a button with holes, there are four choices that are more obvious and appropriate.


Buttons that have holes:
A B C D
Buttons that do not have holes:
E F G H
Buttons that have 4 holes:
A B
Buttons that have 2 holes:
C D
Buttons that have a pattern:
E F
Buttons that do not have a pattern:
G H

Acknowledgments

Writing

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Reading

Selection 1

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